

October 2012

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Integrated Strategy Newsletter

Professional Growth and Effectiveness System Trainings

Thanks to each of the Integration district leads, principals and teachers who are participating in the field test of the Professional Growth and Effectiveness System (PGES) to help develop an effectiveness system for Kentucky. Your commitment to the work is valued and appreciated because it will help inform the development of a strong system.

Summer Training

The PGES Summer Field Test Training concluded during the last week of July with the last two trainings held at Barren River State Park and Rockcastle Middle School. Approximately 475 participants attended the eight field test trainings held across the state. Much of the focus of the summer training was around the new

Kentucky Framework for Teaching and the multiple measures of Student Growth, Reflective Practice and Professional Growth, and Peer and Supervisor Observation.

Make-Up Training

Field test participants who did not attend the summer training are currently involved in completing the online make-up training that is [available on the KDE web-site](#). It is recommended that field test participants work through each module with a partner/group and complete the embedded activities to ensure understanding of the PGES. These modules also are available for all field test participants to review or to seek further clarification of the system as the field test continues throughout the 2012-13 school

year. To find the online modules just search “PGES Overview Series” on the KDE webpage. There are currently 10 facilitated modules available.

Fall Field Test Expectations

Student Growth Goal Setting
Teachers should be reviewing baseline data to identify areas of student need and create a goal that measures the learning of all students. This goal will span the school year or the course of study. Teachers will complete the Student Growth Goal Setting Template (Initial Conference section of the template) in collaboration with their supervisor/evaluator to establish a quality goal. This should happen within the first 30 days of school.

New School Year, New Faces

Year two of the Integrated Strategy work includes new staff in both the districts and at the Kentucky Department of Education (KDE). Following are brief bios of the KDE staff working with the Integrated Strategy districts.

Audrey Harper - New Effectiveness Coach
Integration District: Simpson Co.
ISLN Collaboration Region: WKYC
Audrey joins the Integration team from Warren County, where she

was a district interventionist for South Warren Middle and High Schools. Her previous classroom experience was in high school English and middle school writing, reading and language arts in Kentucky and Georgia. This new coach comes with a background in RtI research and implementation, literacy instruction, PLCs, program design and evaluation and integration of technology in education.

Stacy Noah - New Effectiveness Coach
Integration District: Magoffin Co.
ISLN Collaboration Region: KVEC

Stacy comes to the Integration team with a wealth of experience from her previous role as principal of Harlan Middle/High School. Before becoming a principal, she served her district as a member of the district staff,

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Inside an Integration District: Gallatin County



Gallatin County teachers are well into year two implementation of LDC and MDC. Second-year teachers, having last year's experience under their belts, are excited to share their knowledge with teachers added this year to scale up the work. Each has seen first-hand the impact of these strategies on their students and want to spread that success across their schools. With several months of practice behind them and a summer to reflect and plan, teachers are ready to continue their own professional learning as well as introduce and support fellow teachers to build capacity.

Gallatin's year two plan is collaboration and support. In discussions last spring around scaling, teachers suggested they collaborate with other teachers in their buildings to introduce LDC or MDC. Teachers wanted to introduce the work to their peers, letting them know support would be readily available as they try out these new strategies. This year's support may take the form of collaborative development and implementation of a LDC module, or it may mean collaboration with new teachers in the design of their own module. Whatever form support and collaboration takes, Gallatin second-year teachers understand their critical role in scaling the capacity of LDC and MDC.

Brooke Justice, a middle school social studies teacher, is excited about starting off the school year knowing the LDC big picture and understanding how LDC fits into her year-long curriculum. "I think the best part of being in year two is knowing from the beginning of the school year what needs to be done within a module," she said. "Last year, it was hard starting in November and trying to fit modules into already existing lesson plans and pacing guides." This year, Justice already knows where she wants to include modules into her instructional units, and she is ready to share that understanding with fellow teachers as they decide where to best place modules into their curriculum.

Teachers new to LDC have already been meeting with second-year teachers and the effectiveness coach to learn about LDC. First-year middle school teachers participated in a day of training and design where they drafted tasks, identified texts and began developing instructional ladders in Module Creator. At the high school, teachers have been meeting after school to draft and jury teaching tasks and gain a deeper understanding of how to develop an effective instructional ladder. Teachers will meet regularly throughout the school year to design, reflect on and revise modules.

Gallatin County is also trying out how LDC looks in short courses. Brandon Brockman, who teaches grades 4-8 health and physical education, has students on nine-week rotations. In his second year of implementation of LDC, he has observed the benefits, even though the struggle remains to find the right balance of content focus within a limited schedule. "I'm excited for the students in our district because I feel the overall quality of writing will improve," he said. "The LDC structure helps break down the writing selection into steps, improving students' ability to gather and analyze data from their resources. One of the challenges is the lack of time for teachers who have students on nine-weeks rotation because the LDC module is designed to be implemented in two to four weeks." These teachers are working to figure out the best way to integrate LDC and make the most use of limited time. They are finding it is about identifying critical content, then designing the teaching task to involve students deeply in that content.

MDC teachers' work is similar to that of the LDC teachers. Teachers in year two of MDC are already meeting with those new to MDC to help them understand the structure of Formative Assessment Lessons (FALs) and what MDC is all about. The collaboration and support will continue all year through professional learning communities during common planning and after school where teachers will focus not only on how to implement a formative assessment lesson, but on moving beyond the FAL to embedding the five strategies of formative assessment into regular instruction.



Gallatin County math teachers Buddie Brockman, Mandy Young and Eric Neuhaus discuss curriculum plans with effectiveness coach Carol Franks at a spring MDC meeting in Lexington.

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New Faces (continued from page 1)

an assistant principal and a high school English teacher, giving her a depth of insight to support teachers and leaders in her new Integration work.

Ellen Sears - New Effectiveness Coach
Integration District: Owen Co.
ISLN Collaboration Region: NKYC

After spending a career teaching at Anchorage (K-8) Public School, Ellen joins the Integration team with a rich background of experience. She taught art, math and language arts in grades 5-8. For seven years she choreographed an arts-based literacy and numeracy class, integrating all three disciplines. Her latest project is navigating Twitter to help build learning networks as a connected educator.

Wayne Stevens - New Effectiveness Coach
Integration District: Fleming Co.
ISLN Collaboration Region: KEDC

Wayne joins the Integration team from Jessamine County, where he taught for 10 years. As a leader in his department and his school, he encouraged the social studies department at West Jessamine High School to integrate strong reading and writing instruction for students at all levels. The resulting assessment data showed impressive student growth. In addition to traveling and studying in China, Wayne also has a math background to enrich his contributions to his Integration work at KDE.

Mike York - New Effectiveness Coach
Integration Districts: Lee Co. and Jackson Independent
Collaboration Region: SESCC

Mike brings a diverse background to the Integration team. Most recently he's been teaching high school math and science at the Middle College, a joint Madison County/Eastern Kentucky University project. In the eight years Mike was in Madison County, he taught high school science and later served as an achievement coach and technology integration specialist for the district before moving to the Middle College. For several years before he joined the Madison County district, Mike taught for the Department of Defense Schools System at a military base in the suburbs of London.

Carol Franks - Continuing Effectiveness Coach
Integration District: Gallatin Co.
Collaboration Region: OVEC

In her second year as an effectiveness coach, Carol is a valuable contributor to the PGES work, as well as an engaged effectiveness coach sharing her expertise with her district and the other coaches. During her first two-and-a-half years as a literacy consultant at KDE, Carol made significant contributions to the initial work with Writing Program Reviews and the state leadership networks. She joined KDE after spending 12-and-half years teaching science and language arts in Shelby County. Teaching is Carol's second career; her first career was as an accountant.

Monica Osborne - Continuing Effectiveness Coach
Integration District: Washington Co.
Collaboration Region: GRREC

Monica is a second-year effectiveness coach whose leadership and contributions to the collaborative work of the PGES Technical Advisory Team and to the team of Integration coaches are significant. During her two-and-a-half years at KDE, Monica also has

been the learning coordinator for the Striving Readers 2 grant. Before coming to KDE, she was a high school English teacher and later, a literacy coach and a reading interventionist with the Striving Readers 1 grant in Washington County.

Rebecca Woosley - Continuing Effectiveness Coach
Integration District: Jessamine Co.
Collaboration Region: CKEC

Becky is a second-year effectiveness coach and contributing collaborator on the PGES Technical Advisory Team. In her first two years with KDE, Becky served as a high school literacy consultant. As a part of her responsibilities, she launched the *Kentucky Literacy Link* and was as a member of the Program Review team. Before coming to KDE, Becky spent nearly two decades in the Scott County district, initially as a secondary English teacher. Her last 11 years there she served as a literacy and curriculum consultant/coach for the high school and led the district's secondary literacy committee, coordinating the work of that team across those schools.

For resources on LDC and MDC, visit [this page](#).

To share ideas and strategies, contact your fellow District Project Managers:

Daviess Co. — Jana Beth Francis

Fleming Co. — Joy Gooding

Gallatin Co. — Dorothy Perkins

Jackson Ind. — Susan Watts

Jessamine Co. — Paige Stevens

Kenton Co. — Barb Martin

Lee Co. — Connie Smith

Magoffin Co. — Bernadette Carpenter

Owen Co. — Danny Osborne

Simpson Co. — Shelina Smith

Washington Co. — Cherry Boyles

Integrated Strategy Newsletter



Helpful Resources

The KDE [Literacy Link](#) Newsletter
[iTunesU](#)

[Professional Growth and Effectiveness System](#)

[Leadership Networks](#)

[Integrated Strategy Districts' Resources](#)

[Literacy Central](#)

[Common Core — Steal These Tools](#)

[Mathematics Design Collaborative](#)

[Literacy Design Collaborative](#)



Five Strategies of Formative Assessment

- Clarifying learning intentions and sharing criteria for success
- Engineering effective classroom discussions
- Providing feedback that moves learners forward
- Activating students as the owners of their own learning
- Activating students as instructional resources for one another

**Dylan Wiliam,
University of London**

Spotlight on Gallatin (continued from page 2)

Mandy Young, one of the teachers who represented Gallatin County in Atlanta at the Group Genius meeting last June, is excited about year two since her understanding of MDC is finally coming altogether. "I am excited to share the justification for using the FALs," she said. "From our meeting in Atlanta, I finally understand why we do the Formative Assessment Lessons. I relate it to baking a cake. During the unit, I provide the individual learning targets (which is like providing ingredients: eggs, flour, butter). However, the learning targets tend to be learned in isolation. Then later in the unit, the Formative Assessment Lesson allows the students to use the learning targets together (like using the ingredients to make a recipe)." The meaningful struggle students have with the mathematics content is at the heart of MDC. Young is prepared to support her fellow teachers in using formative assessment practices to provide that learning for students.

In Gallatin County, LDC and MDC teachers alike are repeatedly seeing the impact of these instructional strategies on their students. MDC teachers have noticed first-hand how students who previously lacked interest are getting excited about problem-solving in their math classrooms. Brenda Bowling, a middle school science teacher, notes that her students are even noticing the difference, "They say to me, 'Ms. Bowling, it's about the quality of my writing, not the quantity.'" Bowling is excited that her students are beginning to reflect on the way they approach writing in her classroom, especially since she teaches science, not language arts. She also notes her own improved understanding of how LDC works as she heads into year two, "I understand the ladder better, and I'm better at choosing the right activities to involve my students in literacy."



Students in Dara Hale's class work through a collaborative activity.

Many of Gallatin's LDC and MDC teachers are also field-testing the Teacher Professional Growth and Effectiveness System this year. As teachers learn more about the Kentucky Framework for Teaching, they are beginning to see how the implementation of LDC and MDC strategies in their classrooms aligns with teacher effectiveness. Increased student engagement, higher level of questioning techniques, student-initiated discussion and effective formative assessment practices are just a few examples of the outcomes from LDC/MDC and what accomplished and exemplary teachers do.

PGES (pg. 1)**Professional Growth Plans & Reflective Practice**

Teachers should lead a conversation with principals to complete professional growth plans using SMART Goal and Self-Reflection guidelines. Parts A and B of the Reflective Practice and Professional Growth Planning Template should be completed during this process.

Observation

All supervisors who will be conducting observations using the Kentucky Framework for Teaching have completed the inter-rater reliability training and certification through the online proficiency system at Teachscape. The First

Observation Window begins 30 days after the start of school and ends on November 1. The Second Observation Window runs until December 15.

Districts should follow the observation approach previously assigned to your district:
2&2 Districts – conduct one formal observation at the beginning of the school year, two mini observations during the year (one of which must be a peer) and one formal observation at the end of the school year.

3&1 Districts – conduct three mini observations during the year (one of which must be a peer) and one formal observation at the end of the school year.

For More Information

Watch for the *PGES News Brief* sent via email from the Division of Next-Generation Professionals.

Visit the Field Test District page on the KDE website. There you can find the 2012-13 *Field Test Guide*, *Field Test Expectation Quick Guide*, PGES Timeline, presentations and materials from the summer training and various other resources.

**LDC Teacher Institutes**

Teachers have the opportunity to participate in regional institutes at three locations offered twice this year. These Saturday sessions are optional, but districts are encouraged to use grant funds to support teacher stipends to participate in this professional learning opportunity. The strands for the sessions are:

- ◇ Brand new to LDC
- ◇ Looking to Write LDC Modules
- ◇ Honing on Skills and Mini-tasks
- ◇ Focus on Instructional Strategies

Session 1 dates and locations:

November 3 – Lexington (site TBD)

November 10 – Elizabethtown (site TBD)

December 8 – Richmond (site TBD)

Session 2 dates and locations:

February 9 – Lexington

March 16 – Richmond

April 6 – Elizabethtown

*“A teacher
affects
eternity; he
can never
tell where
his
influence
stops.”*

Henry Brooks Adams





Integrated Strategy Team

Effectiveness Coaches:

Carol Franks

Wayne Stevens

Monica Osborne

Mike York

Rebecca Woosley

Audrey Harper

Stacy Noah

Ellen Sears

Project Manager:

Cindy Parker

Division of Next-Generation Professionals:

Cathy White, Manager, Next-Generation Professional branch

Office of Next-Generation Learners:

Felicia C. Smith, Associate Commissioner

Integrated Strategy Districts



Daviess County

Lee County

Fleming County

Magoffin County

Gallatin County

Owen County

Jackson Independent

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Washington County

Kenton County